Objectives

At the end of this session, participants should be able to:

1. Make data-based decisions about the needs of their students and the adequacy of their core curriculum in meeting those needs.
2. Select students who need additional instructional support to attain benchmark goals on time.
3. Administer, score, and derive instructional recommendations from Dynamic Indicators of Basic Early Literacy Skills.
4. Participate as a member of an Early Literacy Team.

Data-Based Decisions

So, how are we doing?

- Did we do better this year than last year?
- Is our core curriculum and instruction working for most kids?

How do we match instructional resources to educational needs?

- Which children need additional resources to be successful?
- Which children need which skills?

How well is intervention/instruction working?

- Is instruction working for some groups but not others?
- Is intervention effective?
Four Kinds of Reading Assessments

An effective, comprehensive, reading program includes reading assessments to accomplish four purposes:

- **Outcome** - Assessments that provide a bottom-line evaluation of the effectiveness of the reading program.
- **Screening** - Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.
- **Diagnosis** - Assessments that help teachers plan instruction by providing in-depth information about students’ skills and instructional needs.
- **Progress Monitoring** - Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.

Source: Reading First Initiative: Secretary’s Leadership Academy

Curriculum Based Measurement (CBM) of Oral Reading

- Provide formative assessment of student performance
- Provides formative miscue analysis
- Allows teachers to assess qualitative features of good reading
- Allows for assessment of accuracy and fluency
- First grade reading outcomes are strongly related to third grade outcomes
- Variations of CBM are available, curriculum specific materials, TORF, DORF, and others.

First Grade CBM Reading Outcomes

- **Established Readers**
  Students who are reading unpracticed first-grade passages at a rate of 40 or more words correct per minute are established readers. Established readers are reading first-grade material accurately and efficiently. Their reading is characterized by increasingly fluent and comfortable decoding with increased attention available to build meaning from the text. These students typically begin to read with expression and enjoy the content of their reading.

- **Emerging Readers**
  Students who are reading unpracticed first-grade passages at a rate of 10 to 39 words correct per minute are emerging readers. They are beginning to process first-grade contextual material, although without efficiency. These students are starting to build meaning from text. However, their reading and decoding of text is still laborious.

- **Non-Readers**
  Students who are reading an unpracticed first-grade passage at a rate of less than 10 words correct per minute are non-readers. At this level, reading of connected text is slow and painful. The students get few words correct beyond basic sight words like "a," "the," and "and."

So, How are we doing?

- 38% Established Readers
- 40% Emerging Readers
- 22% Non-Readers

This school seems to have a group of low readers and a group of very strong readers.
Are high, middle, and low students making adequate progress?

- Benchmark goal for all students in spring of first grade: 40 or more correct words per minute.
  - 95th percentile, high student
  - 80th percentile, high achieving group
  - 50th percentile, middle achieving group
  - 20th percentile, low achieving group
  - 5th percentile, low student

Is instruction working for some groups but not others?
- High group making adequate progress
- Middle group progressing, but not attaining goal
- Low group making little progress

Which students are poor readers at the end of first grade?
- Poor readers at the end of first grade are at very significant risk for long term academic difficulty.
  - "The probability of remaining a poor reader at the end of fourth grade, given a child was a poor reader at the end of first grade, was .88 .... the probability of remaining an average reader in fourth grade, given an average reading ability in first grade, was .87." (Juel, 1988)
- Poor readers at the end of first grade are likely to require intensive instructional support to reach third grade reading outcomes.

Reading Trajectories are Remarkably Stable

Students on a poor reading trajectory are at risk for poor academic and behavioral outcomes in school and beyond.

Students on low reading trajectory fall farther and farther behind in spite of interventions.

(Good, Simmons, & Smith, 1998)
Trajectories of Middle and Low Readers


Teacher Report

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual student, performance should be verified by retesting with problem validation materials.

Grade: 1
Date: May, 1999

<table>
<thead>
<tr>
<th>Student</th>
<th>Phoneme Segmentation Fluency</th>
<th>Nonsense Word Fluency</th>
<th>CBM Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Percentile</td>
<td>Status</td>
<td>Score</td>
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<td>C., Samuel</td>
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<tr>
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<td>54</td>
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<tr>
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<tr>
<td>C., William</td>
<td>47</td>
<td>61</td>
<td>Established</td>
</tr>
</tbody>
</table>

How can we change first grade reading outcomes?

We can improve reading outcomes to the average range by focusing on the big ideas of early literacy.
Focus on intermediate goals or benchmarks in kindergarten and first grade with a sense of urgency.
Focus on outcomes for students.
- Whether students reach goal levels of skills is more important than the particular educational method or approach.
1999 – 00 First Grade Reading

CBM Reading

Correct Words

Frequency

0 - 4
5 - 9
10 - 14
15 - 19
20 - 24
25 - 29
30 - 34
35 - 39
40 - 44
45 - 49
50 - 54
55 - 59
60 - 64
65 - 69
70 - 74
75 - 80

57% Established Readers
36% Emerging Readers
6% Non-Readers

-making a difference year-by-year:

three year district growth

2001-2002 Beginning: 0, Middle: 432, End: 422
2000-2001 Beginning: 0, Middle: 399, End: 402
1999-2000 Beginning: 0, Middle: 410, End: 396
1998-1999 Beginning: 0, Middle: 407, End: 416

Heartland Early Literacy Project Across Year

Kindergarten Phonemic Awareness Outcomes

Phonemic Awareness.
- The awareness and understanding of the sound structure of our language, that “cat” is composed of the sounds /k/ /a/ /t/.

Phonics or Alphabetic Principle. Based on two parts:
- Alphabetic Understanding. Words are composed of letters that represent sounds, and
- Phonological Recoding. Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell.

Accuracy and Fluency with Connected Text.
- Readers who are not fluent at decoding are not able to focus their attentional resources on comprehension.

Vocabulary Development

Reading Comprehension

Big Ideas Drive the Train

Big ideas of early literacy should drive the curriculum and instruction. And,
Big ideas should drive the measures we use.

<table>
<thead>
<tr>
<th>Big Idea of Literacy</th>
<th>DIBELS Measure</th>
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<tbody>
<tr>
<td>Phonological Awareness</td>
<td>Initial Sound Fluency</td>
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<tr>
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<td>Phoneme Segmentation Fluency</td>
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<tr>
<td>Alphabetic Principle</td>
<td>Nonsense Word Fluency</td>
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<tr>
<td>Accuracy and Fluency with Connected Text</td>
<td>DIBELS Oral Reading Fluency</td>
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<tr>
<td>Reading Comprehension</td>
<td>At least through grade 3: DIBELS Oral Reading Fluency Retell Fluency</td>
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<tr>
<td>Vocabulary/Language Devel.</td>
<td>Word Use Fluency</td>
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</tbody>
</table>

Indicadores dinámicos del éxito en la lectura 6ta Edición (IDEL)
Good, Bank, & Watson (2003)

A “reinvention” of the DIBELS
Designed to be indicators of important early literacy skills in Spanish
Directions and Assessment in Spanish
Seven measures:

<table>
<thead>
<tr>
<th>DIBELS Measure (English)</th>
<th>IDEL Measure (Spanish)</th>
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<tbody>
<tr>
<td>Letter Naming Fluency (LNF)</td>
<td>Fluidez en el nombramiento de las letras (FNL)</td>
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<tr>
<td>Initial Sound Fluency (ISF)</td>
<td>Fluidez en los sonidos inciales (FSI)</td>
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<tr>
<td>Phonemic Segmentation Fluency (PSF)</td>
<td>Fluidez en la segmatación de fonemas (FSF)</td>
</tr>
<tr>
<td>Nonsense-Word Fluency (NWF)</td>
<td>Fluidez en las palabras sin sentido (FPS)</td>
</tr>
<tr>
<td>DIBELS Oral Reading Fluency (DORF)</td>
<td>Fluidez en la lectura oral IDEL (FLO)</td>
</tr>
<tr>
<td>DIBELS Oral Retell</td>
<td>Fluidez en el recuerdo oral del cuento (ROC)</td>
</tr>
<tr>
<td>Word Use Fluency (WUF)</td>
<td>Fluidez en el uso de las palabras (FUP)</td>
</tr>
</tbody>
</table>
Two Pathways to Literacy

Could Follow Both L1 and L2

Spanish – L1

Reading Comp. in Spanish

Accuracy and Fluency in Spanish

Alphabetic Principle in Spanish

Phonemic Awareness in Spanish

Vocabulary & Lang. in Spanish

English – L2

Reading Comp. in English

Accuracy and Fluency in English

Alphabetic Principle in English

Phonemic Awareness in English

Vocabulary & Lang. in English

Could Follow L1 and Transition to L2

Spanish – L1

Reading Comp. in Spanish

Accuracy and Fluency in Spanish

Alphabetic Principle in Spanish

Phonemic Awareness in Spanish

Vocabulary & Lang. in Spanish

English – L2

Reading Comp. in English

Accuracy and Fluency in English

Alphabetic Principle in English

Phonemic Awareness in Spanish

Vocabulary & Lang. in English

Two Pathways to Literacy

Could Teach Skills in English (L2)

Spanish – L1

Reading Comp. in Spanish

Accuracy and Fluency in Spanish

Alphabetic Principle in Spanish

Phonemic Awareness in Spanish

Vocabulary & Lang. in Spanish

English – L2

Reading Comp. in English

Accuracy and Fluency in English

Alphabetic Principle in English

Phonemic Awareness in English

Vocabulary & Lang. in English

Could Teach Skills in English (L2) with Support from Transition L1 Skills

Spanish – L1

Reading Comp. in Spanish

Accuracy and Fluency in Spanish

Alphabetic Principle in Spanish

Phonemic Awareness in Spanish

Vocabulary & Lang. in Spanish

English – L2

Reading Comp. in English

Accuracy and Fluency in English

Alphabetic Principle in English

Phonemic Awareness in Spanish

Vocabulary & Lang. in English
Two Pathways to Literacy
Could Teach Skills in English (L2) with Generalization to L1 Skills
Spanish – L1 English – L2

- Phonemic Awareness in Spanish
- Alphabetic Principle in Spanish
- Accuracy and Fluency in Spanish
- Reading Comp. in Spanish
- Vocabulary & Lang. in Spanish

- Phonemic Awareness in English
- Alphabetic Principle in English
- Accuracy and Fluency in English
- Reading Comp. in English
- Vocabulary & Lang. in English

Use DIBELS & IDEL, with instructional goals for both DIBELS & IDEL

Spanish – L1 English – L2

- Phonemic Awareness in Spanish
- Alphabetic Principle in Spanish
- Accuracy and Fluency in Spanish
- Reading Comp. in Spanish
- Vocabulary & Lang. in Spanish

- Phonemic Awareness in English
- Alphabetic Principle in English
- Accuracy and Fluency in English
- Reading Comp. in English
- Vocabulary & Lang. in English

Use IDEL until Transition to English, with Spanish instructional goals for IDEL

Spanish – L1 English – L2

- Phonemic Awareness in Spanish
- Alphabetic Principle in Spanish
- Accuracy and Fluency in Spanish
- Reading Comp. in Spanish
- Vocabulary & Lang. in Spanish

- Phonemic Awareness in English
- Alphabetic Principle in English
- Accuracy and Fluency in English
- Reading Comp. in English
- Vocabulary & Lang. in English

Use DIBELS with English instructional goals for DIBELS

Spanish – L1 English – L2

- Phonemic Awareness in Spanish
- Alphabetic Principle in Spanish
- Accuracy and Fluency in Spanish
- Reading Comp. in Spanish
- Vocabulary & Lang. in Spanish

- Phonemic Awareness in English
- Alphabetic Principle in English
- Accuracy and Fluency in English
- Reading Comp. in English
- Vocabulary & Lang. in English
Two Pathways to Literacy
Use DIBELS & IDEL, with English instructional goals for DIBELS
Spanish – L1  English – L2

- Phonemic Awareness
- Alphabetic Principle
- Accuracy and Fluency
- Reading Comprehension

Vocabulary & Language

Benchmark Goals and Timelines

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Measure</th>
<th>Benchmark Goal for a Trajectory of Progress</th>
<th>May Need Intensive Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter, Kindergarten</td>
<td>Initial Sound Fluency</td>
<td>25 – 35 Initial Sounds Correct per Minute</td>
<td>Below 10 Initial Sounds Correct per Minute</td>
</tr>
<tr>
<td>Spring, Kindergarten</td>
<td>Phoneme Segmentation Fluency</td>
<td>35 – 45 Phonemes Correct per Minute</td>
<td>Below 10 Phonemes Correct per Minute</td>
</tr>
<tr>
<td>Winter, First Grade</td>
<td>Nonsense-Word Fluency</td>
<td>50 Letter-Sounds Correct per Minute</td>
<td>Below 30 Letter-Sounds Correct per Minute</td>
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<tr>
<td>Spring, First Grade</td>
<td>CBM Oral Reading Fluency</td>
<td>40 Words Correct per Minute in grade-level material</td>
<td>Below 10 Words Correct per Minute in grade-level material</td>
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<tr>
<td>Spring, Second Grade</td>
<td>CBM Oral Reading Fluency</td>
<td>90 Words Correct per Minute in grade-level material</td>
<td>Below 50 Words Correct per Minute in grade-level material</td>
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<tr>
<td>Spring, Third Grade</td>
<td>CBM Oral Reading Fluency</td>
<td>110 Words Correct per Minute in grade-level material</td>
<td>Below 70 Words Correct per Minute in grade-level material</td>
</tr>
</tbody>
</table>

(Good, Simmons, & Kame'enui, 2001)
Teach Broadly ----- Assess Efficiently

It’s the BIG IDEA that drives instruction, not what you are assessing.

The DIBELS measures assess an indicator of student skills in the BIG IDEA area, not everything about the big idea.

For example, instruction should focus broadly on phonological awareness skills, including but not limited to segmenting words into phonemes.

Kindergarten Benchmark Goals:

Established Initial Sounds (Onset) Phonological Awareness by Winter of Kindergarten

- if you hit 25 - 35 correct on Initial Sound Fluency (ISF) in winter of K, the odds are in your favor to reach 35 to 45 correct on Phoneme Segmentation Fluency (PSF) in spring of K.

Established Phonemic Awareness by Spring of Kindergarten

- if you hit 35 to 45 correct on Phoneme Segmentation Fluency (PSF) in spring of K/fall of first grade, the odds are in your favor to hit 50 or more correct on Nonsense Word Fluency (NWF) in winter of first grade.

Big Idea: Phonological Awareness

What is it?

Phonological Awareness is Explicit awareness of the sound structure of language. The awareness of and ability to manipulate the sound units smaller than words.

"cat" is composed of the sounds /k/ /a/ /t/

What is it not?

Note: Phonological Awareness is not the same as phonics - no letter-sound correspondence is involved. It may be an essential skill for phonics instruction to make sense, however.

First Grade Benchmark Goals

Established Alphabetic Principle by Winter of First Grade

- if you hit 50 or more correct on Nonsense Word Fluency (NWF) in winter of first grade, the odds are in your favor to hit 40 or more correct on Oral Reading Fluency in spring of first grade.

Established Reader by Spring of First Grade

- if you hit 40 or more correct on Oral Reading Fluency in spring of first grade you are an established reader.
Examples of Phonological Awareness

- **Rhyming** -- What word rhymes with 'cat'? 'bat'
- **Syllable splitting** -- The onset of 'cat' is /k/, the rime is /at/
- **Oddity** -- What word doesn't belong with the others: 'cat' 'mat' 'bat' 'ran'? 'ran'
- **Phoneme Blending** -- What word is /k/ /a/ /t/? 'cat'
- **Phoneme segmentation** -- What are the sounds in cat? /k/ /a/ /t/
- **Phoneme deletion** -- What is 'cat' without the /k/? 'at'
- **Phoneme manipulation** -- What would 'cat' be if you changed the /t/ to /n/? 'can'

Phonological Awareness

- **When should Phonological Awareness be assessed?**
  - Phonological Awareness should be assessed from kindergarten entry through spring of first grade.
  - **All students** should be assessed a minimum three times per year to ensure adequate progress toward end of year goals.
  - **Students who are identified as at risk** of reading difficulty should be monitored 1 or 2 times per month to ensure effectiveness of intervention and to allow timely instructional changes.

Who should help assess Big Ideas?

- We recommend a **team approach** to assessment.
- Include as many people as you can of those who have a vested interest in reading and literacy outcomes:
  - Classroom teacher (crucial)
  - Principal
  - Special Education Teacher
  - Remedial Reading Teacher
  - Speech Pathologist or other specialists
  - School Psychologist
  - Parents
  - Educational Assistants

Team Assessment Recommended

- Team assessment is **efficient**.
  - 5 people can assess a class in about 30 minutes.
- Team assessment **shares ownership** and skills.
- Team assessment **distributes investment**.
- Team assessment **engages the educator** in us all.
- Team assessment makes the results **vivid**.
  - Scores of 7 words per minute and 40 words per minute are NOT just a little bit different.
**Benchmark Assessment - Kindergarten**

- Benchmark assessment materials are organized to provide 3 direct measures of phonemic awareness per year for all children. Typical Assessment Schedule:
  - **Beginning:** ISF in September, October, or November
  - **Middle:** ISF and PSF in December, January, or February
  - **End:** PSF in March, April, May, or June

**Benchmark Assessment - First Grade**

- Benchmark assessment materials are organized to provide 3 direct measures of phonemic awareness per year for all children. Typical Assessment Schedule:
  - **Beginning:** PSF in September, October, or November
  - **Middle:** PSF in December, January, or February
  - **End:** PSF in March, April, May, or June

**Medidas IDEL; Página para bajar**

** IDEL 6ta Edición**

**Materiales de evaluación de los indicadores del nivel de los estudiantes**

Los materiales de evaluación de los indicadores del nivel de los estudiantes son medidas que deben darse a los estudiantes tres veces al año. Los materiales están en la disposición aquí en el formato PDF que puede leer con Adobe Acrobat Reader. Este programa es gratis cuando baja el programa desde la página web de Adobe.

- **Estado de Evaluación de los Indicadores de Kindergarten** - Se incluyen los dibujos del PSI como materiales de estímulo para los estudiantes (~5 KB).
- **Pórtal de Evaluación de los Indicadores de Kindergarten** - Sin los dibujos del PSI como materiales de estímulo para los estudiantes (~150 KB).

Si Ud. escoge el folleto de Kindergarten sin los dibujos del PSI, puede bajar las páginas de los dibujos una por una aquí.
Phonological Awareness

What should students be able to do by the end of kindergarten?

By the end of kindergarten phonological awareness skills should be established.

Children should be knowledgeable of the sound structure of our language.

- Able to segment 3 and 4 phoneme words into component phonemes.
- Able to blend 3 and 4 phonemes into words.
- Able to identify and produce rhyming words.

DIBELSTM Phonemic Segmentation Fluency (PSF)

Prior editions were supported, in part, by the Early Childhood Research Institute on Measuring Growth and Development (H180M10006) and a Student-Initiated Grant (H023B90057) funded by the U. S. Department of Education, Special Education Programs. The authors acknowledge with appreciation the assistance of Sylvia Smith, Lisa Habedank, Dawn Sheldon Johnson, Scott Baker, Debby Laimon, and Marty Ikeda.


I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, “sam,” you would say /s/ /a/ /m/. Let’s try one. (one second pause). Tell me the sounds in “mop” Ok. Here is your first word.

DIBELS Phoneme Segmentation Fluency

<table>
<thead>
<tr>
<th>Word</th>
<th>Total</th>
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</table>
Phoneme Segmentation Fluency works well for most children from winter of kindergarten through spring of first grade. It may be appropriate for monitoring the progress of older children with low phonological awareness skills.

The benchmark goal is 35 to 45 correct phonemes per minute in the spring of kindergarten and fall of first grade. Students scoring below 10 in the spring of kindergarten and fall of first grade may need intensive instructional support to achieve benchmark goals.

Materials

1. Examiner copy of word list with phoneme scoring columns.
2. Clipboard
3. Stopwatch
4. Red Pencil

Mini - Max Standard

First Priority: Minimize departures from standard administration. Every child gets the same opportunity.

- Give directions verbatim.
- Time carefully.

Second Priority: Maximize performance as much as you can given standard administration.

- Perform the directions.
- Engage the child.
- Make eye contact.
- Business-like but not unfriendly approach.
- Sensitive to child needs and responses.
**Verbal Directions**

1. Place examiner probe on clipboard and position so that student cannot see what you record.
2. Say these specific directions to the student:
   
   I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, “Sam,” you would say /s/ /a/ /m/. Let’s try one. (one second pause) Tell me the sounds in “mop”.

   **CORRECT RESPONSE:**
   If student says, /m/ /o/ /p/, you say, "Very good. The sounds in “mop” are /m/ /o/ /p."

   **INCORRECT RESPONSE:**
   If student gives any other response, you say, "The sounds in “mop” are /m/ /o/ /p/.
   Your turn. Tell me the sounds in “mop”.

   "OK. Here is your first word."

---

**Procedures**

3. Give the student the first word and start your stopwatch. If the student does not say a sound segment after 3 seconds, give him/her the second word and score the first word as zero segments produced.

4. As the student says the sounds, mark the student response in the scoring column. Underline each sound segment produced correctly. Put a slash (/) through sounds produced incorrectly.

---

**Time Limit**

5. **As soon as** the student is finished saying the sounds, present the next word promptly and clearly.

6. The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment within 3 seconds, give the student the next word. If student provides the initial sound only, wait 3 seconds for elaboration.

7. At the end of 1 minute, stop presenting words and scoring further responses. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.
Scoring Rules

1. **Discontinue Rule.** If a student has not given any sound segments correctly in the first 5 words, discontinue the task and put a score of zero (0).

2. Underline the sound segments in the word the student produces that are correctly pronounced. Students receive 1 point for each different, correct, part of the word.

3. Put a slash (/) through segments pronounced incorrectly.

Correct Segmentation

4. **Correct Segmentation.** A correct sound segment is any different, correct, part of the word represented by sounds that correspond to the word part. For example, the sound /t/ is a correct sound segment of “trick,” as are /tr/ and /tri/ (see rule 2, Incomplete Segmentation).

   - Examiner says “trick,” student says “t…r…i…k”
   - Examiner says “cat,” student says “k…a…t”

<table>
<thead>
<tr>
<th>WORD</th>
<th>SAY:</th>
<th>PROCEDURE:</th>
<th>SCORING</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>“t…r…i…k”</td>
<td>/t/ /r/ /i/ /k/</td>
<td>4 /4</td>
<td></td>
</tr>
<tr>
<td>cat</td>
<td>“k…a…t”</td>
<td>/k/ /a/ /t/</td>
<td>3 /3</td>
<td></td>
</tr>
</tbody>
</table>

Schwa sounds

5. **Schwa Sounds.** Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.

   - No Error:
     - Examiner says “trick,” student says “tu…ru…i…ku”
     - Examiner says “cat,” student says “ku…a…tu”

<table>
<thead>
<tr>
<th>WORD</th>
<th>SAY:</th>
<th>PROCEDURE</th>
<th>SCORING</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>“tu…ru…i…ku”</td>
<td>/t/ /r/ /i/ /k/</td>
<td>4 /4</td>
<td></td>
</tr>
<tr>
<td>cat</td>
<td>“ku…a…tu”</td>
<td>/k/ /a/ /t/</td>
<td>3 /3</td>
<td></td>
</tr>
</tbody>
</table>

Additions

6. **Additions.** Additions are not counted as errors if they are separated from the other sounds in the word.

   - No Error:
     - Examiner says “trick,” student says “t…r…i…ck…s”
     - Examiner says “cat,” student says “s…c…a…t”

<table>
<thead>
<tr>
<th>WORD</th>
<th>SAY:</th>
<th>PROCEDURE</th>
<th>SCORING</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>“t…r…i…k…s”</td>
<td>/t/ /r/ /i/ /k/</td>
<td>4 /4</td>
<td></td>
</tr>
<tr>
<td>cat</td>
<td>“s…c…a…t”</td>
<td>/k/ /a/ /t/</td>
<td>3 /3</td>
<td></td>
</tr>
</tbody>
</table>
Pronunciation & Dialect

7. **Articulation and dialect.** The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, i.e. /r/ /e/ /th/ /t/ for “rest,” he or she should be given credit for correct segmentation. This is a professional judgement and should be based on the student's responses and any prior knowledge of his/her speech patterns.

- **No Error:** Examiner says “rest,” student says “r…e…th…t”

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>SCORING</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>rest</td>
<td>“r…e…th…t”</td>
<td>/r/ /e/ /s/ /t/</td>
</tr>
</tbody>
</table>

---

Elongating Sounds

8. **Sound elongation.** The student may elongate the individual sounds and run them together as long as it is clear he or she is aware of each sound individually. For example, if the student says, “rrrrreeeeeesssstttt,” they would receive credit for 4 phonemes produced correctly, /r/ /e/ /s/ /t/. This is a professional judgement and should be based on the student's responses and prior knowledge of the student’s learning. **When in doubt, no credit is given.**

- For example, Examiner says “rest,” student says “rrrrreeeeeesssstttt”

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>SCORING</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>rest</td>
<td>“rrrreeeessssttt”</td>
<td>/r/ /e/ /s/ /t/</td>
</tr>
</tbody>
</table>

---

Error Types: No Segmentation

9. **No segmentation:** If the student repeats the entire word, no credit is given for any correct parts.

- For example,
  Examiner says “trick,” student says “trick”
  Examiner says “cat,” student says “cat”

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>SCORING</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>“trick”</td>
<td>/t/ /r/ /i/ /k/</td>
</tr>
<tr>
<td>cat</td>
<td>“cat”</td>
<td>/k/ /a/ /t/</td>
</tr>
</tbody>
</table>

---

Error Types: Incomplete Segmentation

10. **Incomplete segmentation.** The student is given credit for each correct sound segment produced correctly, even if they have not segmented to the phoneme level. The underline indicates the size of the sound segment.

- For example:
  Examiner says “trick,” student says “tr…ick”
  Examiner says “cat,” student says “c…at”

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>SCORING</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>“tr…ik”</td>
<td>/t/ /r/ /i/ /k/</td>
</tr>
<tr>
<td>cat</td>
<td>“c…at”</td>
<td>/k/ /a/ /t/</td>
</tr>
</tbody>
</table>
Error Types: Overlapping

11. Overlapping segmentation: The student receives credit for each different, correct, sound segment of the word. Thus, /tri/ and /ick/ are both different, correct sound segments of “trick.”

- For example, Examiner says “trick,” student says “tri...ick” Examiner says “cat,” student says “c...cat”

<table>
<thead>
<tr>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick “tri...ick”</td>
<td>/t/ /r/ /i/ /k/</td>
<td>2 /4</td>
</tr>
<tr>
<td>cat “c...cat”</td>
<td>/k/ /a/ /t/</td>
<td>1 /3</td>
</tr>
</tbody>
</table>

Error Types: Omissions

4. Omissions: The student does not receive credit for sound segments that are not produced. If student provides the initial sound only, be sure to wait 3 seconds for elaboration.

- For example, Examiner says “trick,” student says “t...ick” Examiner says “cat,” student says “c”...(3 seconds)

<table>
<thead>
<tr>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick “t...ik”</td>
<td>/t/ /r/ /i/ /k/</td>
<td>2 /4</td>
</tr>
<tr>
<td>cat “c” (3 seconds)</td>
<td>/k/ /a/ /t/</td>
<td>1 /3</td>
</tr>
</tbody>
</table>

Error Types: Mispronunciation

5. Segment mispronunciation: The student does not receive credit for sound segments that are mispronounced.

- For example, there is no /ks/ sound in “trick.” Examiner says “trick,” student says “t...r...i...ks” Examiner says “cat,” student says “b...a...t”

<table>
<thead>
<tr>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick “t...r...i...ks”</td>
<td>/t/ /r/ /i/ /k/</td>
<td>3 /4</td>
</tr>
<tr>
<td>cat “b...a...t”</td>
<td>/k/ /a/ /t/</td>
<td>2 /3</td>
</tr>
</tbody>
</table>

Pronunciation Guide

Note: Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. See scoring note on Page 3 for clarification.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Phoneme Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ai/</td>
<td>bait</td>
</tr>
<tr>
<td>/ea/</td>
<td>bead</td>
</tr>
<tr>
<td>/ie/</td>
<td>tie</td>
</tr>
<tr>
<td>/oa/</td>
<td>boat</td>
</tr>
<tr>
<td>/oo/</td>
<td>food</td>
</tr>
<tr>
<td>/a/</td>
<td>bad</td>
</tr>
<tr>
<td>/e/</td>
<td>bed</td>
</tr>
<tr>
<td>/i/</td>
<td>bid</td>
</tr>
<tr>
<td>/o/</td>
<td>cod or law</td>
</tr>
<tr>
<td>/u/</td>
<td>bud and “a” in about</td>
</tr>
</tbody>
</table>
Pronunciation of R-Controlled Vowels

- r-controlled vowels are subject to much discussion. Based on our best analysis, consultation with speech and language experts, /ar/ /ir/ and /or/ are treated as 1 phoneme.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Phoneme Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/uu/</td>
<td>good</td>
</tr>
<tr>
<td>/ow/</td>
<td>cow</td>
</tr>
<tr>
<td>/oi/</td>
<td>noise or point</td>
</tr>
<tr>
<td>/ar/</td>
<td>car</td>
</tr>
<tr>
<td>/ir/</td>
<td>bird</td>
</tr>
<tr>
<td>/or/</td>
<td>or</td>
</tr>
<tr>
<td>/ai/ /r/</td>
<td>chair</td>
</tr>
<tr>
<td>/ea/ /r/</td>
<td>clear</td>
</tr>
<tr>
<td>/oo/ /r/</td>
<td>tour</td>
</tr>
</tbody>
</table>

Voiced and Unvoiced

- Voiced and unvoiced ‘th’ and ‘sh’ are also a difficult distinction to make in English. The general procedure is,
  1. get good at hearing the sounds.
  2. Score ‘em as you hear ‘em, on the fly and in real time.
  3. Don’t sweat the minutia.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Phoneme Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/th/</td>
<td>thin</td>
</tr>
<tr>
<td>/TH/</td>
<td>then</td>
</tr>
<tr>
<td>/sh/</td>
<td>shed</td>
</tr>
<tr>
<td>/SH/</td>
<td>measure or beige</td>
</tr>
<tr>
<td>/ch/</td>
<td>chin</td>
</tr>
<tr>
<td>/j/</td>
<td>jam &amp; edge</td>
</tr>
<tr>
<td>/p/</td>
<td>pen</td>
</tr>
<tr>
<td>/t/</td>
<td>tap</td>
</tr>
<tr>
<td>/k/</td>
<td>can</td>
</tr>
<tr>
<td>/b/</td>
<td>bat</td>
</tr>
</tbody>
</table>

Other Phonemes

- Other phonemes are pretty straightforward. Note that /ng/ is treated as one phoneme.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Phoneme Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/d/</td>
<td>dad</td>
</tr>
<tr>
<td>/g/</td>
<td>gun or frog</td>
</tr>
<tr>
<td>/m/</td>
<td>man or jam</td>
</tr>
<tr>
<td>/n/</td>
<td>nap</td>
</tr>
<tr>
<td>/ng/</td>
<td>sing</td>
</tr>
<tr>
<td>/f/</td>
<td>fat</td>
</tr>
<tr>
<td>/v/</td>
<td>van</td>
</tr>
<tr>
<td>/s/</td>
<td>sit</td>
</tr>
<tr>
<td>/z/</td>
<td>zoo</td>
</tr>
<tr>
<td>/r/</td>
<td>rat or frog</td>
</tr>
<tr>
<td>/l/</td>
<td>lap</td>
</tr>
<tr>
<td>/w/</td>
<td>wet</td>
</tr>
<tr>
<td>/h/</td>
<td>hot</td>
</tr>
<tr>
<td>/y/</td>
<td>yell</td>
</tr>
</tbody>
</table>

Scoring Practice Answers

<table>
<thead>
<tr>
<th>Probe 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>star</td>
</tr>
<tr>
<td>yet</td>
</tr>
<tr>
<td>sled</td>
</tr>
<tr>
<td>you</td>
</tr>
<tr>
<td>she</td>
</tr>
<tr>
<td>coal</td>
</tr>
<tr>
<td>safe</td>
</tr>
</tbody>
</table>

Total 35
Analyzing the Child’s Responses Style for Instructional Implications

Current Skills
- She has established phonological awareness at the phoneme level.
- Strong on initial and final consonants and medial vowels.
- Fluent and confident with the task.

Instructional Needs
- Maintain / Review skills, especially in the fall.
- Move on to alphabetic principle. Don’t get stuck on phonological awareness once students have the skill!

Phonological Awareness
How do I know what students know and whether they are learning enough?

25% Established phonological awareness
Students scoring 35 to 45 correct phonemes per minute on Phoneme Segmentation Fluency have established phonological awareness. They are able to segment most 3 to 5 phoneme words into their component phonemes. They have an adequate foundation in the sound structure of English to learn letter-sound correspondences and use them to decode unknown words.

54% Emerging Phonological Awareness
Students scoring 10 to 34 correct phonemes per minute on Phoneme Segmentation Fluency have emerging phonological awareness skills. They generally are able to produce the initial sounds of words and may identify some ending sounds of words. They generally are not able to segment blends into phonemes and are not confident in their knowledge of the sound structure of English.

21% Deficit in phonological awareness
Students scoring below 10 phonemes per minute on Phoneme Segmentation Fluency have a deficit in phonological awareness. They generally are not able to identify the initial sounds of words on a consistent basis. They do not have an adequate foundation to learn the alphabetic principle easily or for their alphabetic principle skills to make sense to them.

Phonological Awareness Outcomes
Distribution of phonological awareness skills for a school in May of Kindergarten.

In this school, many children are at risk for poor reading outcomes. One of the first things to change to improve first grade reading outcomes is kindergarten phonological awareness outcomes.

Role of Kindergarten PA
Deficit in PA Emerging PA Established Phonological Awareness
Individual Implications

Kindergarten outcomes contribute substantially to first grade reading outcomes. By focusing on early literacy skills and attaining established phonological awareness in kindergarten, the likelihood of successful reading outcomes increases. For students with a deficit in phonological awareness in kindergarten, reading difficulty and reading failure are likely - unless skills are remediated early.

Breakout Session #2
PSF Administration Practice

1. Form a three-person group so that each group contains handouts labeled 1, 2, and 3.
2. There are three rounds to this activity and each member of your group will play a different role during each round.
3. After administering and scoring the probe, discuss as a group an instructional recommendation.

DIBELS™ Initial Sound Fluency (ISF)

Prior editions were supported, in part, by the Early Childhood Research Institute on Measuring Growth and Development (H180M110006) funded by the U. S. Department of Education, Special Education Programs and Student-Initiated Grant (90CD0819) funded by the U. S. Department of Education, Special Education Programs. The authors acknowledge with appreciation the assistance of Melissa Finch, John Bratten, Nancy Bank, Ambre ReMillard, Diane Hill, Hank Fien, David VanLoo, Rachell Katz, Jennifer Knutson, Scott Baker, Stephanie Vincent, Lisa Habedank Stewart, and Marty Ikeda. Images are modified, published, and distributed by license from Nova Development Corporation (1998).

**DIBELS Initial Sound Fluency**

*This is a mouse, flowers, pillow, letters* (point to each picture while saying its name).

*Mouse begins with the sound /m/ (point to the mouse). Listen: /m/, mouse. Which one begins with the sounds /fl/?*

**ISF Target Age Range**

- **Initial Sound Fluency**
  - Preschool: Beg, Mid, End
  - Kindergarten: Beg, Mid, End
  - First Grade: Beg, Mid, End
  - Second Grade: Beg, Mid, End
  - Third Grade: Beg, Mid, End

- Initial Sound Fluency works well for most 4-year-old children through the middle of kindergarten. It may be appropriate for monitoring the progress of older children with low phonological awareness skills. The benchmark goal is 25 to 35 in the middle of kindergarten. Below 10 in the middle of kindergarten indicates need for intensive instructional support.

**Materials**

- 1. Examiner score sheet.
- 2. Student copy of picture probes.
- 3. Stopwatch
- 4. Pencil
Directions for Administration

1. Place the student copy of 4 randomized pictures in front of the child.
2. Place the examiner score sheet in front of you, but shielded so that the student cannot see what you record.
3. Say these specific directions to the child:

   Demo

   This is mouse, flowers, pillow, letters (point to each picture while saying its name).

   Mouse begins with the sound /m/ (point to the mouse). Listen: /m/, mouse. Which one begins with the sounds /fl/?

Correction Procedure 1

<table>
<thead>
<tr>
<th>CORRECT RESPONSE:</th>
<th>INCORRECT RESPONSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student points to flowers, you say, Good. Flowers begins with the sounds /fl/.</td>
<td>If student gives any other response, you say, Flowers begins with the sounds /fl/ (point to flowers). Listen, /fl/ flowers. Let's try it again. Which one begins with the sounds /fl/?</td>
</tr>
</tbody>
</table>

Demo

Pillow begins with the sound /p/ (point to pillow). Listen, /p/ pillow. What sound does letters begins with?
Correction Procedure 2

<table>
<thead>
<tr>
<th>CORRECT RESPONSE:</th>
<th>INCORRECT RESPONSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student says /l/, you say</td>
<td>If student gives any other response, you say,</td>
</tr>
<tr>
<td>Good. Letters begins with the sound /l/.</td>
<td>Letters begins with the sound /l/. Listen, /l/ letters. Let's try it again. What sound does letters begin with?</td>
</tr>
</tbody>
</table>

Here are some more pictures. Listen carefully to the questions.

Timing Directions

4. Show the child the first picture probe. Point to each picture and say the name following the standardized directions.

5. Present the first question as written on the score sheet. After you finish asking the question, begin your stopwatch. Stop your stopwatch as soon as the child responds. If the child does not respond after 5 seconds, score the question as zero and present the next question.

6. As soon as the student responds, present the next question promptly and clearly. Begin your stopwatch after you have said the question, and stop it as soon as the student responds, as above.

Scoring Directions

☞ Score the child’s response as either correct (1 point) or incorrect (0 points).

☞ If the child stops or struggles with a question for 5 seconds, score the question as zero and present the next question.

☞ After the first 4 questions, proceed to the next picture probe. Continue until the end of the questions. When the child finishes the last question, record the total time on your stopwatch in seconds and add the number of correct responses. Record the total number correct and the time in seconds on the bottom of the scoring sheet.

Calculating ISF Score

☞ Calculate the ISF Score using the formula:

\[
\text{ISF} = \frac{60 \times \text{Number Correct}}{\text{Seconds}}
\]

☞ For example, if the student has 12 correct in 30 seconds, their rate is 24 correct initial sounds per minute.

\[
\text{ISF} = \frac{60 \times 12}{30} = 24 \text{ ISF}
\]
Reminder

If a child has done the examples correctly and does not answer the questions correctly, say “Remember to tell me a picture that begins with the sound (repeat stimulus sound).”

Scoring Rules

1. If a child has a score of 0 on the first five questions, discontinue the probe and give a score of 0.
2. If the child names the correct picture instead of pointing to it, score as correct.

<table>
<thead>
<tr>
<th>PROMPT:</th>
<th>STUDENT SAYS:</th>
<th>SCORE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is pie, letters, flower, mouse. Which picture begins with /p/?</td>
<td>“pie”</td>
<td>0 1</td>
</tr>
</tbody>
</table>

Correct Name

3. If the child names the picture and the name begins with the correct initial sound, score as correct. For example, if the target picture is “hand” for /h/ and the student points at road and says “highway,” score as correct.

<table>
<thead>
<tr>
<th>PROMPT:</th>
<th>STUDENT SAYS:</th>
<th>SCORE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is road, barn, hand, egg. Which picture begins with /h/?</td>
<td>“highway”</td>
<td>0 1</td>
</tr>
</tbody>
</table>

Incorrect Name

4. If the child names the picture and the name begins with an incorrect initial sound, score as incorrect. For example, if the target picture is “barn” for /b/ and the student points at barn but says “house,” score as incorrect.

<table>
<thead>
<tr>
<th>PROMPT:</th>
<th>STUDENT SAYS:</th>
<th>SCORE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is road, barn, hand, egg. Which picture begins with /b/?</td>
<td>“house”</td>
<td>0 1</td>
</tr>
</tbody>
</table>
Initial Sounds

5. **Correct Initial Consonant Sound**: If the word starts with an initial consonant sound, the child can respond with the first sound or initial sounds. For example, if the word is “clock” a correct initial sound would be /c/ or /cl/ or /klo/ but not /l/ or “clock.”

<table>
<thead>
<tr>
<th>PROMPT: What sound does “clock” begin with?</th>
<th>STUDENT SAYS: /k/</th>
<th>SCORE: 0 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sound does “clock” begin with?</td>
<td>/kl/</td>
<td>0 1</td>
</tr>
<tr>
<td>What sound does “clock” begin with?</td>
<td>/klo/</td>
<td>0 1</td>
</tr>
<tr>
<td>What sound does “clock” begin with?</td>
<td>/l/</td>
<td>0 1</td>
</tr>
<tr>
<td>What sound does “clock” begin with?</td>
<td>“clock”</td>
<td>0 1</td>
</tr>
</tbody>
</table>

Initial Vowels

6. **Correct Initial Vowel Sound**: If the word starts with an initial vowel sound, the child can respond with the initial vowel sound or initial sounds. For example, if the word is “elephant” a correct initial sound would be /e/ or /el/, but not the name of the letter /ea/.

<table>
<thead>
<tr>
<th>PROMPT: What sound does “elephant” begin with?</th>
<th>STUDENT SAYS: /e/</th>
<th>SCORE: 0 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sound does “elephant” begin with?</td>
<td>/el/</td>
<td>0 1</td>
</tr>
<tr>
<td>What sound does “elephant” begin with?</td>
<td>/ea/</td>
<td>0 1</td>
</tr>
</tbody>
</table>

Schwa sound

7. **Schwa sound (/u/) added to a consonant is not counted as an errors**. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.

<table>
<thead>
<tr>
<th>PROMPT: What sound does “clock” begin with?</th>
<th>STUDENT SAYS: /ku/</th>
<th>SCORE: 0 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sound does “clock” begin with?</td>
<td>/klu/</td>
<td>0 1</td>
</tr>
</tbody>
</table>

Articulation

8. **Articulation Difficulty**: The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, the student responds /th/ when asked for the first sound in “sink.” If the student consistently says /th/ for /s/, as in “thickle” for “circle,” he or she should be given credit for correct a correct initial sound. This is a professional judgement and should be based on the student's responses and any prior knowledge of his/her speech patterns.

| PROMPT: What sound does “sink” begin with? | STUDENT SAYS: /th/ | SCORE: 0 1 |
Kindergarten Winter ISF to Kindergarten Spring PSF

\[ r = .46 \]

21% of Variance

Odds of Established PSF given Established ISF: 56 of 97 or 58%.

Odds of Established PSF given Deficit ISF: 9 of 72 or 12%.

DIBELS™ Word Use Fluency (WUF)

Prior editions were supported, in part, by the Early Childhood Research Institute on Measuring Growth and Development (H180M10006) funded by the U. S. Department of Education, Special Education Programs. The authors acknowledge with appreciation the assistance of Rachel Katz, Jennifer Jeffrey, Katy Kimer, Jennifer Knutson, and Carol Stock.


Fluidez en el uso de las palabras

Word Use Fluency (WUF) is intended for most children from fall of kindergarten through third grade. A benchmark goal is not provided for WUF because additional research is needed to establish its linkage to other big ideas of early literacy (phonological awareness, alphabetic principle, and accuracy and fluency with connected text).

Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk.

### Directions for Administration

1. Place examiner probe on clipboard and position so that student cannot see what you record.
2. Say these specific directions to the student:
   
   *Listen to me use a word in a sentence, “green”. (pause) The grass is green. Here is another word, “jump” (pause) I like to jump rope. Your turn to use a word in a sentence (pause) “rabbit”.*

   **CORRECT RESPONSE:**
   If student uses the word correctly in a phrase, say:
   
   *Very good.

   **INCORRECT RESPONSE:**
   If student gives any other response, say:
   
   *Listen to me use the word “rabbit” in a sentence, (pause) “The rabbit is eating a carrot.” Your turn, “rabbit.”

   **OK. Here is your first word.**

### Timing

3. Give the student the first word and start your stopwatch. If the student does not begin to use the word after 5 seconds, give him/her the second word and score the first word as zero.
4. Provide the next word when the student has used the word in a phrase, expression, or utterance or when the student hesitates or pauses for 5 seconds. As soon as the student is finished using the word, present the next word promptly and clearly.
5. At the end of 1 minute, stop presenting words and recording further responses. Count the number of words used correctly in phrases, expressions, or sentences, and record at the end of the row. Total these scores and record at the bottom of the scoring sheet.

### Materials

- Examiner copy of probe
- Clipboard
- Stopwatch
- Red or Blue Pencil or Pen
Directions for Scoring

1. *The total score will be the total number of words used correctly in an utterance.* An utterance may be a phrase, expression, definition, or sentence. For each target word, the words in the final and/or most complete utterance will be counted.

Number of Words

2. **Number of words.** Count the number of words the child produces in response to a word by moving your pen through the numbers as the student is responding. Try to record accurately the number of words in the student’s response. Put a circle around the total number of words in the student’s response.

   - Count only actual words, not exclamations such as “um.”
   - Score contractions (e.g., “She’s,” “We’ll”) as one word.
   - Words do not include songs or recitations (e.g., the ABC's and 1, 2, 3, etc.) performed either individually or in a group.
   - If a child perseverates on a word (e.g., “beep, beep, beep, beep”), count the word as a single-word utterance (if it is the only word stated by a child) or as one word in a multi-word utterance.

   Example: If the word is “stone” and the student says “I threw the stone in the water.” Move your pen through the numbers as the student responds and circle the total words.

   stone 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  C 1

Correct Utterance

3. **Correct utterance.** Mark the usage of the word in an utterance as correct or incorrect. *Correct utterances are scored liberally. If the utterance conveys the accurate meaning of the word and could be correct, score it as correct.* A response is considered correct when it meets the requirement for either correct use, or correct definition.

   - **Correct Use:** For an utterance to be considered correct in terms of use, the target word is used correctly in a phrase, expression, or sentence.
   - **Correct Definition:** Correct definitions are accepted as a correct utterance. Correct definitions do not need to contain the target word to be accepted as correct. Synonyms are considered definitions.

Scoring

☞ **Total number of words in correct utterances.** At the end of 1 minute, add up the number of words in each correct utterance to obtain the total number of words in correct utterances. *Note, do not count words used in incorrect responses. Count the number of words used in correct utterances only.*

☞ **Discontinue Rule.** If a student has not used any of the first 5 words correctly in a phrase, expression, or sentence, discontinue the task and put a score of zero (0).
Scoring Examples

1. Correct use. If the word is used in a phrase, expression or sentence and conveys the meaning of the word, the response is correct.  
   Example: If the word is “stone” and the student says “I threw the stone in the water.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

```
stone 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
   C  I
6
```

Example: If the word is “school” and the student says, “I like school because it’s fun.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

```
school 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
   C  I
6
```

False Starts and Repetitions

2. False starts within a correct use are not counted.  
   Example: if the word is “school” and the student says, “School.  I like school.  I like school because it’s fun.” Score the final/most complete utterance only. Circle the number of words in the final utterance, mark the utterance as correct, and write the total number of words in the blank.

```
school 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
   C  I
6
```

3. Repetitions of words or phrases within a correct use are not counted.  
   Example: Student says, “School… school… I like… I like… I like school because it’s fun.” Circle the total words in the final/most complete utterance (“I like school because it’s fun”), mark the utterance as correct, and write the total number of words in the blank.

```
school 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
   C  I
6
```

Fillers and Homophones

4. Words used as fillers within a correct use are not counted.  
   Example: Student says, "School…um…well…you know…um…I…um…like school because it’s…um…you know…fun.  Circle the total words in the final/most complete utterance (“I like school because it’s fun”), mark the utterance as correct, and write the total number of words in the blank.

```
school 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
   C  I
6
```

5. Homophone. Correct use of a homophone is scored as correct. Use of a word that sounds the same as the target word would be counted as a correct use.  
   Example: If the word is “board” and the student says “I am bored.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

```
board 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
   C  I
3
```

Definitions

6. Correct definition is scored as a correct use. A correct definition or synonym conveys the meaning of the word and would be counted as a correct use.  
   Example: If the word is “stone” and the student says “Something that is round and hard.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

```
stone 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
   C  I
6
```

Example: If the word is “red” and the student says “color.” A definition or synonym would be scored as a correct use, even if it is only one word. Circle the total words, mark the utterance as correct, and write the total number of words.

```
red 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
   C  I
1
```

Non-example: If the word is “red” and the student says “robin.” The word robin is not a correct use or definition of the target word, red. Circle the total words and mark the utterance as incorrect.

```
red 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
   C  I
0
```
Word Tense or Number

7. Changing tense, number, or parts of speech. If the student changes the tense or number of the word and uses the word correctly in an utterance, score as correct.

Example: If the word is “stone” and the student says “Don’t throw stones.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

Example: If the word is “dress” and the student says “get dressed.” “Dress” can be used correctly as a verb (to put clothing on) and as a noun (dress as a piece of clothing). Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

Long Response, Run-on Response

8. Long response or multiple utterances. Count only the words in the most complete utterance in which the target word was used. Stop counting and redirect the student back to the task by providing the next word.

Example: If the word is “stone” and the student says, “I like to throw stones in the morning and I especially like to throw stones when we go fishing. I went fishing with my dad this weekend and we didn’t catch anything at all. I was sad and my dad was too.” Circle the total words in the first utterance in which the target word was used, mark the utterance as correct, and write the total number of words in the blank.

Incorrect Use

1. Incorrect response. The target word is used in the response, but the response does not make sense. The word is used incorrectly or the utterance does not convey the accurate meaning of the word.

Example: If the word is “stone” and the student says, “I like to eat stones for lunch.” Circle the total words and mark the utterance as incorrect.

Example: If the word is “school” and the student says, “I school my jumps”. Circle the total words and mark the utterance as incorrect.

2. Repeating the target word is not a correct use. Simply repeating the word, does not convey or imply correct meaning or use of the word, and would be scored as an incorrect use.

Example: If the word is “school” and student says, “School.” Circle the total words and mark the phrase or utterance as incorrect.

No Response

3. No response. If student doesn’t respond in 5 seconds, circle zero, proceed to the next word and score as incorrect.

Example: If the word is “stone” and the student does not say any words [5 seconds]. Circle the zero and mark the phrase or utterance as incorrect.

4. "I don’t know". If the student says, "I don’t know that one." Circle zero, proceed to the next word and score as incorrect.

Example: If the word is “stone” and the student says, “I don’t know that one”. Circle the total words and mark the phrase or utterance as incorrect.
**Alphabetic Principle**

**What is it?**

- Alphabetic Principle is explicit awareness of the letter-sound structure of written language.
  - Alphabetic Understanding. Words are composed of letters that represent sounds, and
  - Phonological Recoding. Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell.

**What is it not?**

- Knowing letter names.
- Drilling endless phonics rules with low utility.

**Benchmark Assessment - Kindergarten**

Benchmark assessment materials are organized to provide 2 direct measures of **alphabetic principle** per year for **all** children. Typical Assessment Schedule:

- **Beginning**: not administered
- **Middle** (Optional): NWF in December, January, or February
- **End**: NWF in March, April, May, or June

**What should students be able to do by the end of kindergarten?**

- By the end of kindergarten alphabetic principle skills should be beginning to develop.
- Children should know a number of letter-sound correspondences.

- A good benchmark goal for spring of kindergarten on Nonsense Word Fluency is over 25 correct letter-sound correspondences per minute.

**Alphabetic Principle**

**What should students be able to do by the end of kindergarten?**

- Benchmark assessment materials are organized to provide 3 direct measures of **alphabetic principle** per year for **all** children. Typical Assessment Schedule:

  - **Beginning**: NWF in September, October, or November
  - **Middle** (Optional): NWF in December, January, or February
  - **End**: NWF in March, April, May, or June

- By the end of kindergarten alphabetic principle skills should be beginning to develop.
- Children should know a number of letter-sound correspondences.

- A good benchmark goal for spring of kindergarten on Nonsense Word Fluency is over 25 correct letter-sound correspondences per minute.
Alphabetic Principle

What should students be able to do in first grade?

Children should have established Alphabetic Principle skills in Winter of first grade.

- Students obtaining **50 or more correct letter sounds per minute** on Nonsense Word Fluency have established alphabetic principle skills. They are accurate and fluent with letter-sound correspondences and are able to recode the sounds into words. They have the skills to decode many unknown words in text and have an adequate foundation for accurate and fluent reading of connected text.

DIBELS™ Nonsense Word Fluency (NWF)

Prior editions were supported, in part, by the Early Childhood Research Institute on Measuring Growth and Development (H180M10006) funded by the U. S. Department of Education, Special Education Programs. The authors acknowledge with appreciation the assistance of Sylvia Smith, Mary Gleason-Ricker, Katherine Koehler, and Janet Otterstedt.


DIBELS Nonsense Word Fluency

Here are some more make-believe words (point to the student probe). **Start here** (point to the first word) and go across the page (point across the page). When I say, “begin”, read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.

kik woj sig faj yis
kaj fek av zin zez
lan nul zem og nom
yuf pos vok viv feg
bub dij sj vus tos
wuv nj pik nok mot
nif vec al boj nen
suv yig dit tum joj
yaj zof um vim vel
tig mak sog wot sav

Fluidez en las palabras sin sentido

Mira esta palabra (señala la primera palabra en la copia de práctica). **No es una palabra verdadera. Es una palabra sin sentido. Observa cómo leo la palabra: /m/ /o/ /s/ /i/ “mosi” (señale cada letra, después pase el dedo rápidamente debajo de toda la palabra) Puedo decir los sonidos de las letras, /m/ /o/ /s/ /i/ (señale cada letra), o puedo leer la palabra completa “mosi” (pase el dedo rápidamente debajo de toda la palabra).

Ahora te toca a ti leer una palabra sin sentido. **Lee la palabra lo mejor que puedas** (señale la palabra “lu”). Asegúrate de decir todos los sonidos que sepan.

<table>
<thead>
<tr>
<th>Indicador 2 Kindergarten</th>
<th>Fluidez en las palabras sin sentido DIBELS™</th>
</tr>
</thead>
<tbody>
<tr>
<td>bo maja ga tali pota _/16</td>
<td></td>
</tr>
<tr>
<td>pi deti fopu pa noti _/16</td>
<td></td>
</tr>
<tr>
<td>ju mapo sodi nenu mu _/16</td>
<td></td>
</tr>
<tr>
<td>je nebi co ri vi _/12</td>
<td></td>
</tr>
<tr>
<td>dave menu fude mava ri _/20</td>
<td></td>
</tr>
<tr>
<td>losu veta zo debe nedo _/18</td>
<td></td>
</tr>
<tr>
<td>lale vobi rele jote vo _/18</td>
<td></td>
</tr>
<tr>
<td>nidi fo laco sepo li _/16</td>
<td></td>
</tr>
<tr>
<td>pape tete tuto ro diñi _/18</td>
<td></td>
</tr>
<tr>
<td>zalo nibe ja jo tula _/16</td>
<td></td>
</tr>
</tbody>
</table>

Total: ___

Tipos de errores:
NWF Target Age Range

Nonsense Word Fluency is intended for most children from the middle of kindergarten through the beginning of second grade. It may be appropriate for monitoring the progress of older children with low skills in alphabetic principle.

The benchmark goal for Nonsense Word Fluency is 50 correct letter sounds per minute by mid first grade. Students scoring below 30 in mid first grade may need intensive instructional support to achieve first grade reading goals. The goal for students at the end of kindergarten would be 25 or more correct letter sounds per minute.

Materials

1. Student copy of probe – Select font to match early literacy materials in the curriculum.
2. Practice items – Select font to match early literacy materials in the curriculum.
3. Examiner copy of probe
4. Stopwatch
5. Red or Blue Pencil or Pen

Administration Directions

Practice Items

Look at this word (point to the first word on the practice probe). It’s a make-believe word. Watch me read the word: /s/ /i/ /m/ “sim” (point to each letter then run your finger fast beneath the whole word). I can say the sounds of the letters, /s/ /i/ /m/ (point to each letter), or I can read the whole word “sim” (run your finger fast beneath the whole word).

Your turn to read a make-believe word. Read this word the best you can (point to the word “lut”). Make sure you say any sounds you know.

Correction Procedure

CORRECT RESPONSE: If the child responds “lut” or with all of the sounds, say
That’s right. The sounds are /l/ /u/ /t/ or “lut”

INCORRECT OR NO RESPONSE: If the child does not respond within 3 seconds or responds incorrectly, say
Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/ (point to each letter) or “lut” (run your finger fast through the whole word). Let’s try again. Read this word the best you can (point to the word “lut”).
4. Place the student copy of the probe in front of the child. Here are some more make-believe words (point to the student probe). Start here (point to the first word) and go across the page (point across the page). When I say, “begin”, read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.

5. Start your stopwatch.

Administer for 1 Minute

7. At the end of 1 minute, place a bracket (]) after the last letter sound provided by the student and say, “Stop.”

8. These directions can be shortened by beginning with Number 4 for repeated measurement when the student clearly understands the directions and procedure.

Directions for Scoring

1. Discontinue Rule. If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of 0.

Examiner Copy

6. Follow along on the examiner copy of the probe and underline each phoneme the student provides correctly, either in isolation or in the context of the nonsense word. Put a slash (/) over each phoneme read incorrectly or omitted.

Correct letter sounds.

2. Correct letter sounds. Underline the individual letters for letter sounds produced correctly in isolation and score 1 point for each letter sound produced correctly. For example, if the stimulus word is “tob” and the student says /t/ /o/ /b/, the individual letters would be underlined with a score of 3.

<table>
<thead>
<tr>
<th>Word</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Letter Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>tob</td>
<td>“t...o...b”</td>
<td>t o b</td>
<td>3 /3</td>
</tr>
<tr>
<td>dos</td>
<td>“d...o...s”</td>
<td>d o s</td>
<td>3 /3</td>
</tr>
</tbody>
</table>
**Correct Words**

3. **Correct words.** Use a single underline under multiple letters for correct letter sounds blended together and give credit for each letter sound correspondence produced correctly. For example, if the stimulus word is “tob” and the student says “tob”, one underline would be used with a score of 3.

<table>
<thead>
<tr>
<th>Word</th>
<th>Student Says</th>
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<tr>
<td>tob</td>
<td>“tob”</td>
<td>t o b</td>
<td>3 /3</td>
</tr>
<tr>
<td>dos</td>
<td>“d...os”</td>
<td>d o s</td>
<td>3 /3</td>
</tr>
</tbody>
</table>

**Partially correct words**

4. **Partially correct words.** If a word is partially correct, underline the corresponding letters for letter sounds produced correctly. Put a slash (/) through the letter if the corresponding letter sound is incorrect. For example, if the word is “tob” and the student says “toab” (with a long o), the letters “t” and “b” would be underlined, and the letter “o” would be slashed with a score of 2.

<table>
<thead>
<tr>
<th>Word</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Letter Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>tob</td>
<td>“toab”</td>
<td>t o b</td>
<td>2 /3</td>
</tr>
<tr>
<td>dos</td>
<td>“dot”</td>
<td>d o /</td>
<td>2 /3</td>
</tr>
</tbody>
</table>

**Repeated sounds**

5. **Repeated sounds.** Letter sounds given twice while sounding out the word are given credit only once. For example, if stimulus word is “tob” and the student says, /t/ /o/ /ob/, the letter “o” and the letters “ob” are underlined. The student receives only 1 point for the letter sound “o” even though the correct sound was provided twice (a total of 3 for the entire word).

<table>
<thead>
<tr>
<th>Word</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Letter Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>tob</td>
<td>“t...o...ob”</td>
<td>t o b</td>
<td>3 /3</td>
</tr>
<tr>
<td>dos</td>
<td>“d...o...s...dos”</td>
<td>d o s</td>
<td>3 /3</td>
</tr>
</tbody>
</table>

**3 second rule – sound by sound**

6. **3 second rule – sound by sound.** If the student is providing individual letter sounds and hesitates for 3 seconds on a letter sound, score the letter sound incorrect, provide the correct letter sound, point to the next letter, and say “What sound?” This prompt may be repeated. For example, if stimulus word is “tob” and the student says, /t/ (3 seconds), prompt by saying, “/o/ (point to b) What sound?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Student Says</th>
<th>Prompt</th>
<th>Scoring Procedure</th>
<th>Correct Letter Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>tob</td>
<td>“t” (3 sec)</td>
<td>/o/ (point to b) What sound?</td>
<td>t o b</td>
<td>1 /3</td>
</tr>
<tr>
<td>dos</td>
<td>“d...o” (3 sec)</td>
<td>/e/ (point to e) What sound?</td>
<td>d o e t</td>
<td>2 /5</td>
</tr>
</tbody>
</table>
3 second rule – word by word

7. **3 second rule – word by word.** If the student is reading words and hesitates for 3 seconds on a word, score the word incorrect, provide the correct word, point to the next word, and say, “What word?” This prompt can be repeated. For example, if stimulus words are “tob dos et” and the student says, “tob” (3 seconds), prompt by saying, “dos (point to et) What word?”

<table>
<thead>
<tr>
<th>Words</th>
<th>Student Says</th>
<th>Prompt</th>
<th>Scoring Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>tob</td>
<td>“tob” (3 sec)</td>
<td>“dos (point to et)”</td>
<td>t o b d o s e t</td>
</tr>
<tr>
<td>dos</td>
<td>“dos” (point to et)</td>
<td>“tob” (3 sec)</td>
<td>t u f k e j i k</td>
</tr>
</tbody>
</table>

Sound order – sound by sound.

8. **Sound order – sound by sound.** Letter sounds produced in isolation but out of order are scored as correct. For example, if stimulus word is “tob” and the student points to and says, /b/ /o/ /t/, all letters would be underlined, with a score of 3. The purpose of this rule is to give students credit as they are beginning to learn individual letter sound correspondences.

<table>
<thead>
<tr>
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</tr>
</thead>
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<td>tob</td>
<td>“b…o…t” (point correctly)</td>
<td>t o b</td>
<td>3 /3</td>
</tr>
<tr>
<td>dos</td>
<td>“o…d…s” (point correctly)</td>
<td>d o s</td>
<td>3 /3</td>
</tr>
</tbody>
</table>

Sound order – word by word

9. **Sound order – word by word.** Blended letter sounds must be correct and in the correct place (beginning, middle, end) to receive credit. For example, if stimulus word is “tob” and the student says, “bot”, only the “o” would be correct and in the correct place, for a score of 1.

<table>
<thead>
<tr>
<th>Word</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Letter Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>tob</td>
<td>“bot”</td>
<td>t o b</td>
<td>1 /3</td>
</tr>
<tr>
<td>ik</td>
<td>“ki”</td>
<td>i k</td>
<td>0 /2</td>
</tr>
</tbody>
</table>

Insertions

10. **Insertions.** Insertions are not scored as incorrect. For example, if the stimulus word is “tob” and the student says “stob”, the letters “t,” “o,” and “b” would be underlined and full credit would given for the word with no penalty for the insertion of /s/.

<table>
<thead>
<tr>
<th>Word</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Letter Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>tob</td>
<td>“stob”</td>
<td>t o b</td>
<td>3 /3</td>
</tr>
<tr>
<td>dos</td>
<td>“dots”</td>
<td>d o s</td>
<td>3 /3</td>
</tr>
</tbody>
</table>
11. **Dialect and articulation**. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. This is a professional judgment and should be based on the student’s responses and any prior knowledge of their speech patterns. For example, a student may regularly substitute /th/ for /s/. If the stimulus word is “sim” and the student says “thim,” the letter “s” would be underlined and credit for a correct-letter sound correspondence would be given.

<table>
<thead>
<tr>
<th>Word</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Letter Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>sim</td>
<td>“thim” (articulation error)</td>
<td>sim</td>
<td>3 /3</td>
</tr>
<tr>
<td>rit</td>
<td>“wit” (articulation error)</td>
<td>rit</td>
<td>3 /3</td>
</tr>
</tbody>
</table>

12. **Self correct.** If a student makes an error and corrects him/herself within 3 seconds, write “SC” above the letter sound or word and count it as correct.

13. **Skips row.** If a student skips an entire row, draw a line through the row and do not count the row in scoring.

---

**NWF Scoring Practice Answers**

**Probe 14**

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct Letter Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>fo f</td>
<td>vip o s i j s p</td>
</tr>
<tr>
<td>w u l</td>
<td>y e v v u k r u v d a f</td>
</tr>
<tr>
<td>i z r e l b o v k e p e p</td>
<td></td>
</tr>
<tr>
<td>f e n m u j b e p r a j</td>
<td>p i c</td>
</tr>
</tbody>
</table>

Total 22
Analyzing the Observation for Instructional Implications

Current Skills
- She has some isolated letter-sound correspondences
- Stronger on consonants than vowels
- Stronger in initial position than final or medial

Instructional Needs
- Doesn’t have a systematic strategy for decoding unknown words.
- Strengthen short vowel sounds.
- Increase automaticity
- Increase phonological recoding, that is, “fof” instead of /f/ /o/ /f/

First Grade Alphabetic Principle

68% Established alphabetic principle
Students obtaining 50 or more correct letter sounds per minute on Nonsense Word Fluency have established alphabetic principle skills. They are accurate and fluent with letter-sound correspondences and are able to recode the sounds into words. They have the skills to decode many unknown words in text and have an adequate foundation for accurate and fluent reading of connected text.

25% Emerging alphabetic principle
Students obtaining 30 to 49 correct letter sounds per minute on Nonsense Word Fluency have emerging skills in the alphabetic principle. They typically have mastered some letter-sound correspondences but are not fluent in producing them. They may also be able to identify letter sounds in an unknown word, but still not be able to produce the word. For example, they may identify the sounds in cat, /c/ /a/ /t/, and still report that the word is “Bill”.

7% Deficit in alphabetic principle
Students obtaining less than 30 letter sound per minute on Nonsense Word Fluency have a deficit in the alphabetic principle. They typically are not accurate or fluent with letter-sound correspondences. When encountering an unknown word, they do not have the tools to decode the word. They generally do not have an adequate skill foundation for accurate and fluent reading of connected text.

So, How are we Doing?

In winter of first grade, 29% of students in this school have a deficit in alphabetic principle. 52% have only emerging skills. Only 19% are on track for reading.

What are the implications for curriculum and instruction?

Role of Mid First Alphabetic Principle

Odds of being Established Reader with ORF in March of First Grade when Established with NWF in December of First Grade is 11 out of 11, or 100%.

Odds of being Established Reader with ORF in March of First Grade when Deficit with NWF in December of First Grade is 0 out of 32, or 0%.
First Grade Teacher: TeacherF
District: Somewhere
School: JohnQPublic Elementary
Date: May, 1999

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual student, performance should be verified by retesting with problem validation materials.

<table>
<thead>
<tr>
<th>Student</th>
<th>Nonsense Word Fluency in Winter of First Grade</th>
<th>Alphabetic Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>Skills</td>
</tr>
<tr>
<td>S., Tanner</td>
<td>5</td>
<td>Deficit</td>
</tr>
<tr>
<td>H., Andrew</td>
<td>9</td>
<td>Deficit</td>
</tr>
<tr>
<td>J., Breanne</td>
<td>11</td>
<td>Deficit</td>
</tr>
<tr>
<td>O., Garet</td>
<td>14</td>
<td>Deficit</td>
</tr>
<tr>
<td>B., Lucas</td>
<td>24</td>
<td>Emerging</td>
</tr>
<tr>
<td>C., Carson</td>
<td>25</td>
<td>Emerging</td>
</tr>
<tr>
<td>S., Jerod</td>
<td>27</td>
<td>Emerging</td>
</tr>
<tr>
<td>N., Kyra</td>
<td>30</td>
<td>Emerging</td>
</tr>
<tr>
<td>P., Brittany</td>
<td>43</td>
<td>Emerging</td>
</tr>
<tr>
<td>H., Brittney</td>
<td>48</td>
<td>Emerging</td>
</tr>
<tr>
<td>B., Brittney</td>
<td>51</td>
<td>Established</td>
</tr>
<tr>
<td>M., Jessica</td>
<td>53</td>
<td>Established</td>
</tr>
<tr>
<td>P., Raven</td>
<td>56</td>
<td>Established</td>
</tr>
<tr>
<td>H., Matthew</td>
<td>57</td>
<td>Established</td>
</tr>
</tbody>
</table>

|  | CBM Reading in Spring of First Grade | Reading Skills |
|  | Score |
| S., Tanner | 4 | Nonreader |
| H., Andrew | 7 | Nonreader |
| J., Breanne | 5 | Nonreader |
| O., Garet | 7 | Nonreader |
| B., Lucas | 12 | Emerging |
| C., Carson | 30 | Emerging |
| S., Jerod | 34 | Emerging |
| N., Kyra | 15 | Emerging |
| P., Brittany | 69 | Established |
| H., Brittney | 47 | Established |
| B., Brittney | 64 | Established |
| M., Jessica | 77 | Established |
| P., Raven | 100 | Established |
| H., Matthew | 118 | Established |

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual student, performance should be verified by retesting with problem validation materials.

**Different School, Curriculum, Instruction**

- 62% (n=45) Established alphabetic principle
- 33% (n=24) Emerging alphabetic principle
- 5% (n=4) Deficit in alphabetic principle

**Similar Odds, Different Outcome**

- Odds of being Established Reader with ORF in May of First Grade when Established with NWF in January of First Grade are 39 out of 43, or 90%.
- Odds of being Established Reader with ORF in May of First Grade when Deficit with NWF in January of First Grade are 0 out of 4, or 0%.

**Are all groups making adequate progress?**

- High, Middle, and Low groups are making progress, but the low group is not achieving midyear goals predictive of successful reading outcomes.

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Breakout Session #3
NWF Administration Practice

1. Form a three-person group so that each group contains handouts labeled 1, 2, and 3.
2. There are three rounds to this activity and each member of your group will play a different role during each round.
3. After administering and scoring the probe, discuss as a group an instructional recommendation.

DIBELSTM Letter Naming Fluency (LNF)

Prior editions were supported, in part, by the Early Childhood Research Institute on Measuring Growth and Development (H180M10006) and Student-Initiated Grant (H023B90057) funded by the U. S. Department of Education, Special Education Programs.


Fluidez en el nombramiento de las letras

Aquí hay algunas letras. Dime el nombre de todas las letras que puedas. Cuando yo digo ‘empieza’, comienza aquí (seña la primera letra a la cabeza de la página a mano izquierda) y continúa a través de la página (demuéstrelo con el dedo), señala cada letra y dime el nombre de la letra. Si llegas a una letra que no sabes cómo se llama, yo te la digo. Pon el dedo en la primera letra. ¿Estás listo/a? (pausa) Empieza.

LNF Target Age Range

Letter Naming Fluency works well for most children from fall of kindergarten through fall of first grade.

Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. That is, below the 20th percentile using local district norms. Students are considered at some risk if they perform between the 20th and 40th percentile using local norms. Students are considered at low risk if they perform above the 40th percentile using local norms.
System-Wide Percentiles

System-Wide percentiles provide an alternative to percentiles based on local norms.

<table>
<thead>
<tr>
<th></th>
<th>20th %ile</th>
<th>40th %ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Kindergarten</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Middle Kindergarten</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>End of Kindergarten</td>
<td>29</td>
<td>40</td>
</tr>
<tr>
<td>Beginning First Grade</td>
<td>25</td>
<td>47</td>
</tr>
</tbody>
</table>

For example, a score of 14 in the middle of kindergarten would be at or below the 20th percentile according to the DIBELS Data System, system-wide percentiles.

Materials

- Student copy of LNF probe
- Examiner copy of LNF probe
- Stopwatch
- Red Pencil/Pen

LNF Probes

Each probe is a random sort of 2 lower case and 2 upper case alphabets.

- Match font to reading curriculum.
- Lines help students to keep their place.
- Serial naming and fluency aspects of the task are important.

Directions

1. Place the student copy of randomized alphabets in front of the student.
2. Place the examiner copy of randomized alphabets in front of you, but shielded so that the student cannot see what you record.
3. Say these specific directions to the student:
   
   Here are some letters (point). Tell me the names of as many letters as you can. When I say “begin”, start here (point to first letter), and go across the page (point). Point to each letter and tell me the name of that letter. If you come to a letter you don’t know I’ll tell it to you. Put your finger on the first letter. Ready, begin.
Directions

4. Say "Start" and begin your stop watch. If the student fails to say the first letter after 3 seconds, tell him/her the letter and mark it as incorrect.

5. Follow along on your copy. Put a slash (/) through letters named incorrectly (see scoring procedures).

Probe 1

c N u Q h S i
n b e N F o a K k
p k p a H C e G D
w F i h O j I K
x T Y q L d f T g v
T V Q o w P J t B X
Z v U P R l V C l W
R j m O z D g Y U Y
Z y A m X z H S M E
q n j s W r d s B I
r A E L c c N u Q M
Total: ___/110

Scoring Directions

1. Put a slash (/) through letters omitted or named incorrectly.

2. The following responses should be counted as errors:
   a. The student substitutes a different letter for the stimulus letter, e.g., the student says "B" for "D".
   b. The student stops or struggles with a letter for 3 seconds.
   c. The student omits a letter.

Articulation and Dialect

Articulation and Dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ and pronounces "thee" for "see" when naming the letter "C", he or she should be given credit for correct letter naming. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.
Scoring Notes

☞ If a student skips an entire row, draw a line through the row and do not count the row as correct.

☞ If a student makes an error and corrects him/herself within 3 seconds, write "SC" above the letter and do not count it as an error.

Automaticity with the Code

☞ What is it?
- The ability to quickly and accurately apply letter-sound correspondence to reading connected text. Automaticity provides an overall indicator of student growth and development in early reading skills

☞ What is it not?
- Oral reading fluency will not tell you everything you need to know about student reading performance. However, there is a strong relationship between oral reading fluency and comprehension

When should Automaticity with the Code be assessed?
- Oral reading fluency in connected text can begin for all students in Winter of first grade.
- All students should be assessed a minimum three times per year to ensure adequate progress toward end of year reading goals.
- Students who are identified as at risk of reading difficulty should be monitored 1 or 2 times per month to ensure effectiveness of intervention and to allow timely instructional changes.

What should students be able to do by the end of grade 1?
- based on what we know....
  - Students receiving teacher-lead instruction are expected to read 40-60 WRC (Fuchs & Fuchs, 1981).
  - Students do not begin to gain fluency until they can read a minimum of 40 WRC (Markell & Deno, 1998).
  - Students at the 25th percentile in second grade read approximately 65 WRC in the Fall of second grade (Hasbrouck & Tindal, 1992).
  - We recommend that students performing at the 50% percentile read 60 WRC in first grade material with fewer than 4 errors by the end of first grade.
  - We recommend that the lowest performing students read 40 WRC by the end of first grade.
Automaticity with the Code

What should students be able to do by the end of grade 2?

- Benchmark goal is for the lowest performing reader to be reading 90 words correct per minute in goal level material at the end of second grade.

What should students be able to do by the end of grade 3?

- The benchmark goal is for the lowest performing reader to be reading 110 words correct per minute in goal level material at the end of third grade.

How do I assess Automaticity with the Code?

Curriculum-Based Measurement procedures for oral reading fluency provide an indicator of student growth and development. The measures are:

- Technically Adequate
- Short Duration Fluency Measures
- Require Production-type Responses
- Efficient and Cost Effective
- Can be Used Formatively for Continuous Progress Monitoring

Benchmark Assessment - First Grade

Benchmark assessment materials are organized to provide 2 direct measures of DIBELS Oral Reading Fluency and Retell Fluency per year for all children.

Typical Assessment Schedule

- Beginning: not assessed
- Middle: DORF in December, January, or February
- End: DORF in March, April, May, or June

DIBELS™ Oral Reading Fluency (DORF)

The Robin’s Nest

There was a robin’s nest outside our kitchen window. The nest was in a tall bush. The mother robin sat in the nest all day long. One day when I was watching, the mother bird flew away. I saw the eggs she was sitting on. There were four blue eggs.

I watched and watched. The eggs moved. I watched some more. The eggs started to crack. Finally, the eggs hatched. I saw four baby birds. The baby birds opened their beaks wide. I heard them peeping. Soon the mother bird came back. Then the mother robin put worms in their mouths.

Every day I watched the baby birds and their mother. Pretty soon the babies were so fat there was no room for the mother. Then one morning the nest was gone from the bush.

DIBELS Oral Reading Fluency

Please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, “stop” I may ask you to tell me about what you read, so do your best reading. Start here (point to the first word of the passage).

Begin.

The Robin’s Nest

There was a robin’s nest outside our kitchen window. The nest was in a tall bush. The mother robin sat in the nest all day long. One day when I was watching, the mother bird flew away. I saw the eggs she was sitting on. There were four blue eggs.

I watched and watched. The eggs moved. I watched some more. The eggs started to crack. Finally, the eggs hatched. I saw four baby birds. The baby birds opened their beaks wide. I heard them peeping. Soon the mother bird came back. Then the mother robin put worms in their mouths.

Every day I watched the baby birds and their mother. Pretty soon the babies were so fat there was no room for the mother. Then one morning the nest was gone from the bush.

DIBELS Oral Reading Fluency First Grade Benchmark 2

© 2001 Dynamic Measurement Group Revised: 03/28/02

DIBELS Retell Fluency

Please tell me all about what you just read. Try to tell me everything you can. Begin.

Start your stopwatch after you say “begin”.

0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25
26  27  28  29  30  31  32  33  34  35  36  37  38  39  40  41  42  43  44  45  46  47  48
49  50  51  52  53  54  55  56  57  58  59  60  61  62  63  64  65  66  67  68  69  70  71
72  73  74  75  76  77  78  79  80  81  82  83  84  85  86  87  88  89  90  91  92  93  94

Indicador 2 – Pasaje 1 Primer grado

Fluidez en la lectura oral

Por favor lee esto (señale) en voz alta. Si te atoraras, te digo la palabra para que puedas seguir leyendo. Cuando digo “para” te puedo preguntar sobre lo que leiste, así que trata de leer lo mejor que puedas. Empieza aquí (señale la primera palabra del pasaje). Empieza.

Por favor cuéntame sobre todo lo que acabas de leer. Trata de contarme todo lo que puedas. Empieza.
Dynamic Indicators of Basic Early Literacy Skills
University of Oregon
First Grade Benchmark 1 – DIBELS Oral Reading Fluency, Passage 1

The Robin’s Nest

There was a robin’s nest outside our kitchen window. The nest was in a tall bush. The mother robin sat in the nest all day long. One day when I was watching, the mother bird flew away. I saw the eggs she was sitting on. There were four blue eggs.

I watched and watched. The eggs moved. I watched some more. The eggs started to crack. Finally, the eggs hatched. I saw four baby birds. The baby birds opened their beaks wide. I heard them peeping. Soon the mother bird came back. Then the mother robin put worms in their mouths.

Every day I watched the baby birds and their mother. Pretty soon the babies were so fat there was no room for the mother. Then one morning the nest was gone from the bush.

Timing

4. **Start your stopwatch when the student says the first word of the passage.** The title is not counted. If the student fails to say the first word after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.

5. The maximum time for each word is **3 seconds.** If the student does not provide the word within 3 seconds, say the word and mark the word as incorrect.

6. Follow along on the examiner copy of the probe. Put a slash (/) over words read incorrectly.
Scoring

7. At the end of 1 minute, place a bracket ( ] ) after the last word provided by the student and say “Stop” and remove the passage.

8. Choose whether to administer the optional Retell Fluency Measure. See slide 185 for directions.

Directions for Scoring

1. Score reading passages immediately after administration.

2. Discontinue Rule. If the student does not read any words correctly in the first row, discontinue the task and record a score of 0.

3. Record the total number of words read correctly on the bottom of the scoring sheet for each passage.

4. If the student reads fewer than 10 words correct on the first passage, record their score on the front cover and do not administer passages 2 and 3.

5. If the student reads 3 passages, record their middle score on the front cover. For example, if the student gets scores of 27, 36, and 25, record a score of 27 on the front cover.

Directions for Scoring

6. Hesitate or struggle with words. If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a goldfish.</td>
<td>“I have a …</td>
<td>3 seconds</td>
<td>3 /4</td>
</tr>
<tr>
<td></td>
<td>I have a goldfish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3 seconds)”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hyphenated words

7. Hyphenated words. Hyphenated words count as two words if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Number of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>I gave Ben a red yo-yo.</td>
<td>6</td>
</tr>
<tr>
<td>We did push-ups, pull-ups, and sit-ups.</td>
<td>9</td>
</tr>
</tbody>
</table>
**Numerals**

8. **Numerals.** Numerals must be read correctly in the context of the sentence.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>My father is 36.</td>
<td>“My father is thirty-six.”</td>
<td>My father is 36.</td>
<td>4 / 4</td>
</tr>
<tr>
<td>My father is 36.</td>
<td>“My father is three six.”</td>
<td>My father is 36.</td>
<td>3 / 4</td>
</tr>
<tr>
<td>I am 6 years old</td>
<td>“I am six years old.”</td>
<td>I am 6 years old.</td>
<td>5 / 5</td>
</tr>
</tbody>
</table>

**Mispronounced words**

9. **Mispronounced words.** A word is scored as correct if it is pronounced correctly in the context of the sentence. If the word is mispronounced in the context, it is scored as an error.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad read the paper.</td>
<td>“Dad reed the paper.”</td>
<td>Dad read the paper.</td>
<td>3 / 4 (i.e., long e)</td>
</tr>
<tr>
<td>I ate too much.</td>
<td>“I eat too much.”</td>
<td>I ate too much.</td>
<td>3 / 4</td>
</tr>
</tbody>
</table>

**Self Corrections**

10. **Self Corrections.** A word is scored as correct if it is initially mispronounced but the student self corrects within 3 seconds. Mark $\text{SC}$ above the word and score as correct.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad read the paper.</td>
<td>“Dad reed … red the paper.”</td>
<td>Dad read the paper.</td>
<td>4 / 4 $\text{SC}$</td>
</tr>
</tbody>
</table>

**Repeated Words**

11. **Repeated Words.** Words that are repeated are not scored as incorrect and are ignored in scoring.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a goldfish.</td>
<td>“I have a … I have a goldfish.”</td>
<td>I have a goldfish.</td>
<td>4 / 4</td>
</tr>
</tbody>
</table>
Articulation and Dialect

12. **Articulation and dialect.** The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /θ/ for /s/, and reads “rest” as “retht,” he or she should be given credit for a correct word. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is time for a rest.</td>
<td>“It is time for a retht.” (articulation)</td>
<td>It is time for a rest.</td>
<td>6 /6</td>
</tr>
<tr>
<td>We took the short cut.</td>
<td>“We took the shot cut.” (dialect)</td>
<td>We took the short cut.</td>
<td>5 /5</td>
</tr>
</tbody>
</table>

Inserted Words

13. **Inserted words.** Inserted words are ignored and not counted as errors. The student also does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is time for a rest.</td>
<td>“It is time for a long rest.”</td>
<td>It is time for a rest.</td>
<td>6 /6</td>
</tr>
<tr>
<td>I ate too much.</td>
<td>“I ate way too much.”</td>
<td>I ate too much.</td>
<td>4 /4</td>
</tr>
</tbody>
</table>

Omitted Words

14. **Omitted words.** Omitted words are scored as incorrect.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ice cream man comes.</td>
<td>“The cream ice man comes.”</td>
<td>The ice cream man comes.</td>
<td>3 /5</td>
</tr>
<tr>
<td>I ate too much.</td>
<td>“I too ate much.”</td>
<td>I ate too much.</td>
<td>2 /4</td>
</tr>
</tbody>
</table>

Word Order

15. **Word Order.** All words that are read correctly but in the wrong order are scored as incorrect.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ice cream man comes.</td>
<td>“The cream ice man comes.”</td>
<td>The ice cream man comes.</td>
<td>3 /5</td>
</tr>
<tr>
<td>I ate too much.</td>
<td>“I too ate much.”</td>
<td>I ate too much.</td>
<td>2 /4</td>
</tr>
</tbody>
</table>
16. **Abbreviations.** Abbreviations should be read in the way you would normally pronounce the abbreviation in conversation. For example, TV could be read as “teevee” or “television” but Mr. would be read as “mister.”

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
<th>Scoring Procedure</th>
<th>Correct Words / Total Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>May I watch TV?</td>
<td>“May I watch teevee?”</td>
<td>May I watch TV?</td>
<td>4 /4</td>
</tr>
<tr>
<td>My teacher is Mr. Smith.</td>
<td>“My teacher is mister Smith.”</td>
<td>My teacher is Mr. Smith.</td>
<td>5 /5</td>
</tr>
<tr>
<td>My teacher is Mr. Smith.</td>
<td>“My teacher is ‘m’ ‘r’ Smith.”</td>
<td>My teacher is Mr. Smith.</td>
<td>4 /5</td>
</tr>
</tbody>
</table>

**DIBELS™ Reading Retell Fluency (RTF)**


**RTF Target Age Range**

DIBELS Retell Fluency is intended for most children from mid first grade through third grade. For children who are reading over 40 words per minute and whose retell score is 25% or less of their oral reading fluency, their oral reading fluency score alone may not be providing a good indication of their overall reading proficiency. For example, a child reading 60 words correct in one minute would be expected to use about 30 words in their retell of the passage. If their retell is about 30, then their oral reading fluency of 60 is providing a good indication of their reading skills. If their retell is 15 or less, then there may be a comprehension concern that is not represented by their fluency.

**Materials**

- Student copy of passage
- Examiner copy
- Clipboard
- Stopwatch
- Colored scoring pen
Directions for Administration

8. If the student reads 10 or more words correct, administer Part 2: Retell. Say, *Please tell me all about what you just read. Try to tell me everything you can. Begin.*

9. Start your stopwatch after you say “begin”.

10. Count the number of words the child produces in his or her retell by moving your pen through the numbers as the student is responding. Try to record accurately the number of words in the student’s response. Put a circle around the total number of words in the student’s response.

Example: If the student says “The bird had a nest. There was a mommy bird.” Move your pen through the numbers as the student responds and circle the total words.

Timing and Discontinue Rule

11. The *first time* the student does not say anything for 3 seconds, say *“Try to tell me everything you can.”* This prompt can be used *only once.*

12. After the first prompt, if the student does not say anything or gets off track for 5 seconds, circle the total number of words in the student’s retell and say, “Stop.”

13. At the end of 1 minute, circle the total number of words in the student’s retell and say, “Stop.”

Directions for Scoring

1. Score retell while the child is responding. Circle total number of words immediately after examiner says, “Stop.”

2. Number of retell words. Count the number of words the child retells that illustrate their understanding of the passage.

3. Exclamations are not counted. Only actual words are counted. If the child inserts mazes or other sounds, inserted sounds are not counted.

Contractions

4. **Count contractions as one word.** For example, if the child uses “She’s,” or “We’ll” they would only count as one word.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Student Says</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself.</td>
<td>They uhh they are going to the uhhhh library. It is uhhhh downtown. uhh There’s a room.</td>
</tr>
</tbody>
</table>

Passage | Student Says |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself.</td>
<td>They’re going to the library. It’s downtown. There’s a room.</td>
</tr>
</tbody>
</table>

| 0 1 2 3 4 5 6 7 8 9 | 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 |
Songs/Poems

5. **Songs or recitations are not included.** If the child recites the ABC’s or tells a song or poem, even if relevant to the retell, the recitation, song, or poem is not counted.

### Passage

| I love going to the library downtown. They’re going to the library. The books have letters like, A B C D E F G H I J K L M N O P Q R S T U V W X Y Z. |
|---|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. |

### Student Says

<table>
<thead>
<tr>
<th>They’re going to the library. The books have letters like, A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They’re going to the library. The books have letters like, A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.</td>
</tr>
</tbody>
</table>

---

Minor Repetitions

6. **Minor repetitions, redundancies, irrelevancies, and inaccuracies are counted.** The crucial judgment is whether the student is retelling the passage or has gotten off track on another story or topic. In this example, the child (a) goes from “they” to “I”, (b) changes “love” to “like,” (c) changes the order of events, (d) repeats “library,” (e) confuses “room” and “books,” and (f) confuses “reach” and “read.” However, their retell is fundamentally on track. and all words would count.

### Passage

| I love going to the library downtown. They’re going to the library. The library is downtown. I like the library. They have books just for kids. I can read them myself. |
|---|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. |

### Student Says

<table>
<thead>
<tr>
<th>They’re going to the library. They’re going to the library. They’re going to the library. (sing-song voice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They’re going to the library. They’re going to the library. They’re going to the library.</td>
</tr>
</tbody>
</table>

---

Rote Repetitions

7. **Rote repetitions of words or phrases are not counted.**

### Passage

| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. |
|---|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. |

### Student Says

<table>
<thead>
<tr>
<th>They’re going to the library. They’re going to the library. (sing-song voice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They’re going to the library. They’re going to the library.</td>
</tr>
</tbody>
</table>

---

Repeating their Retell

8. **Repeating their retell is not counted.** Especially when children are prompted to “try to tell me everything you can” they may simply repeat what they have already provided.

### Passage

| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. |
|---|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. |

### Student Says

<table>
<thead>
<tr>
<th>They’re going to the library. Lots of books. [prompt] They’re going to the library. Books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They’re going to the library. Lots of books. They’re going to the library. Books.</td>
</tr>
</tbody>
</table>
9. **Irrelevant Stories**

Children may start telling something from their own experience that is vaguely related to the passage. Such stories are not counted.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>I love going to the library downtown.</td>
<td>They're going to the library. They have</td>
</tr>
<tr>
<td>There are so many books.</td>
<td>lots of books. My mom took me to the</td>
</tr>
<tr>
<td>There is a big room in the library that is</td>
<td>library. We got Dr. Seuss and Willy</td>
</tr>
<tr>
<td>just for kids. I can reach all the books</td>
<td>Wonka. They are my favorite books.</td>
</tr>
<tr>
<td>by myself.</td>
<td></td>
</tr>
</tbody>
</table>

Research base for Oral Reading Fluency


